

Global Environment

A stylized graphic of the Earth centered in the frame, showing the continents of North America, South America, and Europe. The Earth is surrounded by three concentric, light blue circular lines representing orbital paths. Three solid blue circles of varying sizes are positioned on these orbits: one on the left, one on the right, and one at the top. The background is a dark blue space filled with numerous white stars of different sizes and shapes, some appearing as simple dots and others as multi-pointed stars.

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Learning Objectives

- Students will learn about complex environmental problems within the context of the United Nations' Sustainable Development Goals.
- Students will learn about how these Sustainable Development Goals can be realized in their own country and in their partner's country.
- Students will acquire collaboration skills and develop capabilities to address complex environmental problems aimed at reaching specific targets within the Sustainable Development Goals with their international partners through projects.

14 LIFE
BELOW WATER



6 CLEAN WATER
AND SANITATION



11 SUSTAINABLE CITIES
AND COMMUNITIES



7 AFFORDABLE AND
CLEAN ENERGY



15 LIFE
ON LAND

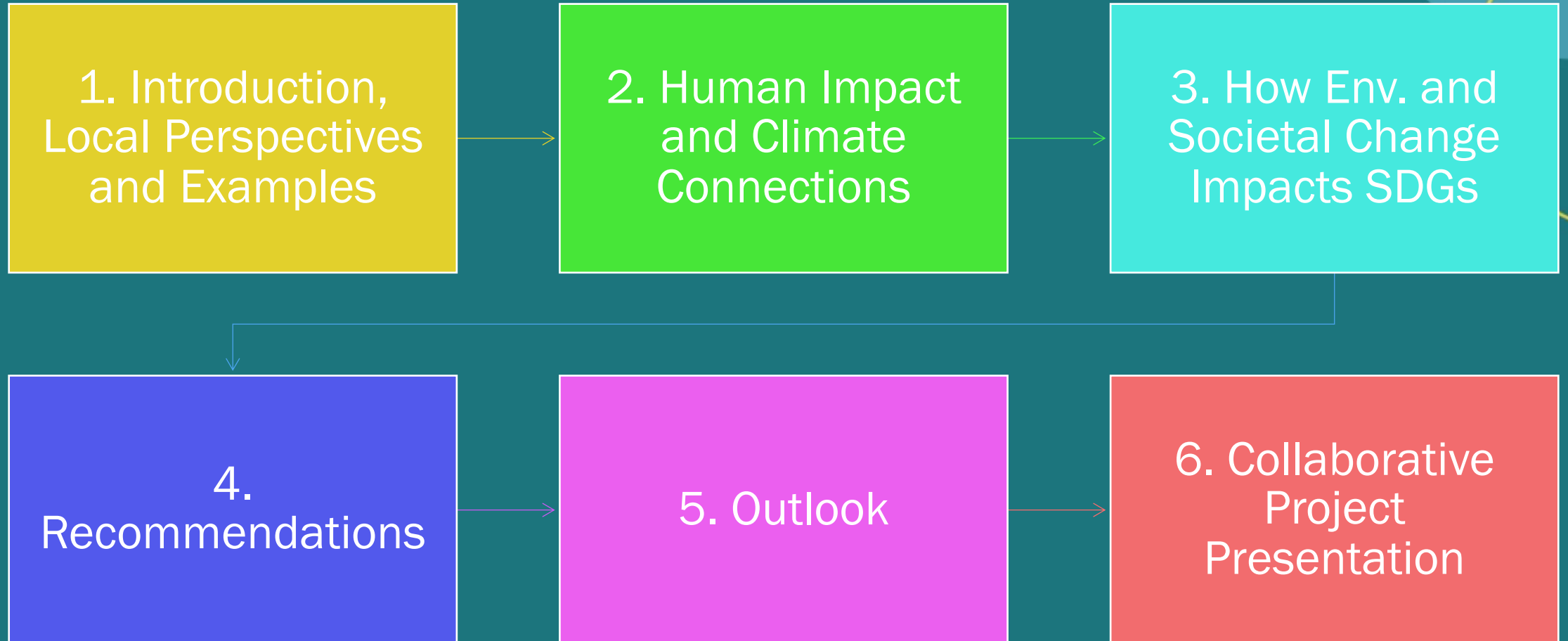


13 CLIMATE
ACTION



Selected UN Sustainable Development Goals

Six Connections



Environmental exchange program

Step 0

S.0

- ① This step starts after giving the definitions and explanations of general ecosystems or general environmental systems related to the selected topic.

Collaborative Project

Step 1

S.1

- ① Students from different countries will be divided into two groups A and B.
- ② Students should select one ecosystem for each group.
- ③ Selected ecosystems must be in the topic of the course.

Environmental system A
(ec. a river at Ukraine)
Group B

Environmental system A
(ec. a river at Algeria or USA)
Group A

Step 2

S.2

- ① Teachers prepare a unique checklist in relation with the selected ecosystems and the topic of the course.
- ② Checklist contains direct questions about the selected ecosystem.
- ③ Students must do a research in the available database to give responses for checklist.
- ④ Each group from each country should give responses for checklist of their own ecosystem.
- ⑤ Database is all the available informations in internet and documentation.

Checklist
Group B

Checklist
Group A

(B)

Database

- ① See fig.2 for more details about content of the checklist.

Step 3

S.3, S.4
(see fig.2)

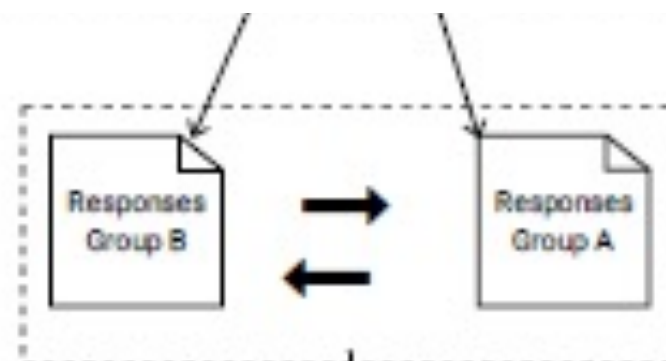
- ① Step1 of collaborative work:
After giving responses to the checklist, students should compare the two similar ecosystems from two countries in one table.
- ② They should highlight the differences and the similarities. (A)
- ③ They propose and disc
- ④ All that should be then reported as a one summary by the two groups.

Step 4

S.5
(see fig.2)

S.6, S.7

- ① Step 2 of collaborative work:
50% of the prepared summary should be presented by group A and 50% by the group B.
- ② Open Discussion for questions - responses will be between the two groups.
- ③ They analyse and propose solutions for the origins of problems. (C)
- ④ Final summary should be preserved as support as a product for the collaborative work. (E)
- ⑤ The level of the checklist depends on the time allowed for the collaborative work.
- ⑥ The different parts of the checklist is shown on figure 2.



Presentation
of summary



Classroom

Proposed by Dr Nehar Benamieur
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Collaborative Project Checklist

Situation of the Ecosystem



Disruptions



Impacts and their Origins



Solutions

Thank you!
Questions?

